



BAYONNE SCHOOL DISTRICT
Professional Development Plan (PDP)

2019-2020

District Name	Superintendent Name	Plan Begin/End Dates
BAYONNE	Mr. John J. Niesz	July 1, 2019-June 30, 2020

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1.	<p>To reduce the number of students that are chronically absent.</p> <p>In order for students to learn and achieve their fullest potential, it is critical that they are in school and engaged in the learning process. Research shows that student absences impact a child's ability to succeed in school.¹ In addition, there is evidence that chronic absenteeism from school is a primary cause of low academic achievement and a powerful predictor of a student's risk of dropping out of school.²</p> <p>Source: https://www.nj.gov/education/students/safety/behavior/attendance/ImprovingAttendance.pdf 1 "10 Facts About School Attendance," Attendance Works 2. Balfanz, R. and Byrnes, V. (2012). The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools. Baltimore: John Hopkins University Center for Social Organization of Schools.</p>	<p>Superintendent, Assistant Superintendents, High School Principal, Assistant Principals, Academic Deans, Elementary Principals, Elementary Assistant Principals, Directors, Supervisors, Teachers, School Counselors, Support staff.</p> <p>School Climate Teams.</p>	<p>"Chronic Absenteeism" is defined in New Jersey's ESSA State Plan as the percentage of a school's students who are not present for 10 percent or more of the days that that they were "in membership" at a school.</p> <p>Does not differentiate between excused or unexcused absences, simply 'not present'</p> <p>New Jersey School Performance Reports.</p> <p>2017-2018 Summary page indicates Bayonne School District is <i>"In Need of Improvement"</i></p> <p>Students absent for 10% or more of the days enrolled was 15.2%.</p>



<p>2.</p>	<p>To build capacity for educators in aligning curriculum, instruction, and assessment, preschool to grade 12, within the framework of the New Jersey Student Learning Standards (NJSLS)</p>	<p>Superintendent, Assistant Superintendents, High School Principal, Assistant Principals, Academic Deans, Elementary Principals, Elementary Assistant Principals, Directors, Supervisors, Teachers, School Counselors, Support staff.</p>	<p>A state mandate requires alignment of curriculum to New Jersey's Student Learning Standards.</p> <p>The district has identified the need for professional development with the increased rigor required by the state standards and their impact on assessments.</p> <p>Analysis of NJSLA - ELA, Math, and Science scores.</p> <p>Teaching strategies and practices that are reflective of the NJSLS need to be infused in all content areas.</p> <p>Currently the district reflects a gap in achievement scores in the following areas: economically disadvantaged, ELL, special education, borderline ELA (56.2%) and mathematics (38.8%).</p> <p>Reflect Strategic Plan</p>
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3.	<p>Continue to promote a Multiple Tiered System of Support (MTSS) in grades Kindergarten through Two combining effective instruction, progress monitoring, and functional assessments linked to strategic intervention. To ultimately improve educational achievement including; academic, behavior and social/emotional success for <u>all</u> students.</p> <p>Additionally, teachers in grades K-three should begin to familiarize themselves with Standards Based Report Cards. SBRC are a research-based practice, a key component of MTSS, they increased parent engagement, and are developed by teacher PLCs</p>	<p>Superintendent, Assistant Superintendents, High School Principal, Assistant Principals, Academic Deans, Elementary Principals, Elementary Assistant Principals, Directors, Supervisors, Teachers, School Counselors, MTSS Committees, Support staff.</p>	<p>Policies and procedures exist to ensure a coordinated system for planning, delivering, measuring outcomes, and modifying intervention and referral services is implemented in each school by a multi-disciplinary team to address all students' learning, behavior, and/or health needs. (NJ.A.C. 6A:16-8)</p>
4.	<p>Continuation of Professional Learning Communities as a Best Practice for student achievement.</p> <p>The purpose of Professional Learning Communities (PLCs) is to hold collaborative meetings, focus on student learning outcomes, align standards and student learning objectives, and drive effective instruction. After four years, teachers have now moved to the <u>sustaining</u> stage where they are using PLC structures and practices that are well documented.</p>	<p>Superintendent, Assistant Superintendents, High School Principal, Assistant Principals, Academic Deans, Elementary Principals, Elementary Assistant Principals, Director of Student Personnel Services Directors, Supervisors, Teachers, School Counselors, Support staff.</p>	<p>PLCs can offer an effective, collaborative learning-focused process that can foster improvement in teaching and learning by providing a powerful infrastructure where teachers can engage in constructive dialogue, reflect on and improve instruction, and share ways to increase effectiveness in the classroom to positively impact student learning.</p>



To introduce formalized Social and Emotional Learning to the district, pre- through grade twelve. Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions.

Superintendent, Assistant Superintendents, High School Principal, Assistant Principals, Academic Deans, Elementary Principals, Elementary Assistant Principals, Director of Student Personnel Services, Directors, Supervisors, Teachers, School Counselors, Support staff.



Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

(NJDOE website:

<https://www.nj.gov/education/students/safety/sandp/sel/>



2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1.	<p>Review district-wide attendance data.</p> <p>Review school-level attendance data. Ensure attendance data is accurately entered and reports are produced, widely available, and regularly reviewed.</p> <p>Ensure that attendance expectations are clearly presented in school and district code of student conduct. Make attendance an item for discussion in all school events including back-to-school night, parent conferences and other opportunities to share goals with various stakeholders.</p> <p>Participate in Attendance Awareness Month activities throughout the month of September.</p> <p>Use multiple media to publicize attendance goals in ways that are accessible to all students, families and the community.</p> <p>Use social networking tools to inform stakeholders of the impact of missing school throughout the school year.</p> <p>Review results of school climate survey.</p> <p>Review attendance policies.</p> <p>Administrator discussions with parents at back-to-school nights.</p>	<p>Schools with greater than 6% of its enrollment determined to be chronically absent are advised to begin to pay closer attention to attendance trends. Helpful resources exist for schools at www.attendanceworks.org.</p> <p>Such resources include sample templates for messaging the importance of attendance to families (including outreach to Spanish and Arabic speaking families) and a short, self-assessment tool to guide analysis of current school efforts:</p> <p>http://www.attendanceworks.org/wordpress/wp-content/uploads/2012/06/School-SelfAssessment-Team-Rev-June-2012.pdf</p> <p>Schools that fail to meet the ESSA Chronic Absenteeism indicator will be required to create a school level Action Plan to address the issue of Chronic Absenteeism.</p> <p>Each school will establish a School Climate Team to create opportunities for school staff to learn about the importance of attendance and share effective strategies for improving student attendance.</p> <p>Launch a schoolwide Attendance Campaign for all families during the first 30 days of school. Include a kickoff event with a parent speaker, a catchy slogan, and branded items distributed to students and caregivers (pencils, pens, notepads, noisemakers, etc.)</p> <p>Host events to celebrate great attendance and improved attendance for parents and students.</p>



	<p>Disseminate brochures.</p> <p>Review attendance works website.</p> <p>Provide recognition to individual students, rewards for students with excellent attendance, or improvement on attendance that reversed an at-risk trajectory and groups (i.e., classes with excellent monthly attendance.)</p> <p>Promote effective school wide approaches to recognizing good and improved attendance.</p> <p>Reach out to frequently absent students to find out in a supportive manner why they are missing school and what would help them attend more regularly.</p>	<p>Post daily student attendance percentages conspicuously (e.g., in the cafeteria, in a major hallway, on the website).</p> <p>Provide parents with a comparative analysis of their student's attendance with the average student attendance in the building "nudge" letter.</p>
2.	<p>Opportunities for vertical and horizontal articulation for best instructional practices, assessment design, data analysis and core content integration.</p> <p>Formulate District Level Data Team</p>	<p>Curriculum Writing teams will analyze curriculum and units of study and develop/revise units of study and benchmark assessment that further align to the rigor and quality of the NJSLs.</p> <p>Data Teams will develop annual district plans for closing the gaps, and PLCs will share promising professional practices with one another.</p> <p>Creation of Annual School Plans (ASP)</p>
3.	<p>Provide professional development on intervention strategies (e.g., hire consultants, send educators to training, purchase materials) to ensure the effective implementation of interventions.</p> <p>Conduct universal screenings to identify students' academic abilities to provide targeted instruction and early intervention.</p> <p>Update district MTSS manual.</p>	<p>Create before school or afterschool programming with a focus on targeted reading practice (e.g. 100 Book Challenge, A.R.M.S.)</p> <p>Implement a phonics-reading program to provide Tier 1 and Tier II supports for the most at-risk learners.</p> <p>Provide training to teachers to implement DRA3. DRA offers educators the tools teachers need to observe and document student reading level and helps inform instructional practice.</p>



	Implementation of trimesters for kindergarten SBRC with the creation of grade one report cards	Hire additional multi-sensory reading specialists. Transition to School wide (SW) Title 1 Program
4.	<p>Provide opportunities for PLC members to compare data and student learning goals with PLC members across the district</p> <p>Develop communications systems that enable PLC members and all staff to share ideas, information and successes (consider electronic media such as on-line bulletin boards, blogs, newsletters, etc.)</p>	<p>Provide opportunities for committee members to present workshops and otherwise disseminate their practice (e.g., develop videos, blogs, and podcasts).</p> <p>Provide materials and supplies for the committee to produce high quality documentation and resources.</p> <p>Maintain high capacity computer networks and technical equipment for collaborative and instructional purposes.</p>
5.	Teachers will be provided with the resources / curriculum to teach the necessary skills to address students social emotional well-being. Staff will need PD in order to implement the program.	<p>The district SEL team will collect and regularly reflect on both implementation and outcome data, in order to monitor progress and continuously improve all SEL-related systems, practices, and policies.</p> <p>School teams will engage regularly in reflecting on data, sharing learnings and strategies, and developing plans for improving quality of school wide SEL implementation.</p>

3: PD Required by Statute or Regulation

State-mandated PD Activities

The Bayonne School district will provide the New Jersey Mandatory Trainings through an online management system called Safe Schools. Mandated trainings include Harassment, Intimidation and Bullying; Section 504 of the Rehabilitation Act; Child Abuse NJ.; Suicide Prevention; Alcohol and Drug Awareness for Employees; Blood Borne Pathogens; Family Educational Rights and Privacy Act; Hazardous Communications; Asthma; Anaphylactic and Anaphylaxis Shock; LGBT and Gang Awareness. PD activities also include those; which address ethics, law and governance. A comprehensive HIB training is also completed annually for all staff members in the district. Principals will complete school security trainings. For the 2019-20 school year, Dyslexia, SEL, and AED training (Janets Law) will also be provided.

Team of Administrator yearly refresher training for Danielson 2007 Rubrics / Marshall, SGOs, mSGPs, and Inter-rater reliability.

Address state requirements for professional development in ethics, law, and governance and other issues related to student safety and well being (*N.J.S.A. 6A:9-15.8*) for district administrators.



4: Resources and Justification

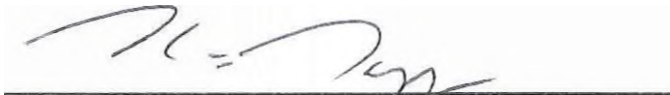
Resources

To meet the needs of the district's schools per this plan, the initial recommendation is to allocate funds from Title II A and the district budget for this purpose. The allocation will come from a combination of state and federal funds and will be adjusted if necessary, pending board approval. This amount covers costs for external providers / consultants, materials, technology resources, substitute teacher's salaries and staff stipends. The plan controls expenses by relying largely on in-district expertise to provide the specified activities. The employee contract stipulates that three full days during the school year will be dedicated for professional development activities. Additionally, the school calendar reflects four half-day professional development opportunities for staff throughout the year. Professional development activities involving work by collaborative teams will be implemented through common planning time opportunities at each school. Substitute coverage for classroom planning, observation, reflection, site visits, and curriculum initiatives is available as needed. A scheduled protocol is in place for regularly analyzing data and planning for instruction and regularly using staff developers and administration to support teachers in their facility with planning and delivering small group, differentiated instruction. PLCs will take place by department at the high school and grade / content at elementary schools. The Strategic Plan, along with the District Goals, will serve as a reference to support all professional development initiatives.

Justification

2018 - 2019 Data analysis has identified priority areas related to instruction to Close the Achievement Gap and ensure successful implementation of the New Jersey Student Learning Standards and Achieve NJ. Emphasis will be placed on the development of PLCs, promoting teachers and administrators as reflective practitioners, support for the development of quality, ambitious yet achievable SGOs and assessments, the effective integration of technology into classroom practice and effective data use to inform instruction at the student, class, school, and district level.

Signature:



Superintendent Signature

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Date